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ABSTRACT

This document provides a description of the Metropolitan Planning Project (MPP), its objectives, strategies, and an evaluation of its implementation in the Boston area. In order to encourage the voluntary elimination, reduction, and prevention of minority group isolation in elementary and secondary schools in Boston, the project focuses on two major objective components: (1) core administration, and (2) community participation and public information. The focus of the evaluation plan presented in this paper is on how successful the project has been in accomplishing each of its stated objectives. A summarization of the implementation aspects of the project is followed by a description of the population benefiting from assistance and the results of managment performance and other program objectives. Appended are descriptions of two related programs (Metropathways and Metro Ethnic Heritage Resource Centers), ideas for a survey of school needs, and a survey of school systems instrument. (Author/EB)

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METROPOLITAN PLANNING PROJECT

1977-78

FINAL PERFORMANCE REPORT

September 25, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

This report has been prepared by the METROCENTER for Resource Development and Communications at the Metropolitan Planning Project in Newton, Massachusetts and is principally the work of Steven M. Arnoff.

UD018596

ABSTRACT

The Metropolitan Planning Project whose mandate is to encourage the voluntary elimination, reduction and prevention of minority group isolation in elementary and secondary schools in the Boston SMSA with substantial proportions of minority group students was evaluated on the basis of its two objective components which contain four and five subobjectives respectively:

I. Core Administration - a) to supervise and administer the implementation and operation of MPP's programs, b) to seek support from school districts, business and community groups, c) to serve as a source of information concerning voluntary metropolitan school integration programs, d) to envisage new metropolitan area racial integration programs;

II. Community Participation and Public Information - a) to publish newsletters and press releases, b) to hold a conference and a series of seminars on MPP's activities, c) to meet with citizen and community groups to discuss metropolitan school integration issues, d) to reduce urban-suburban student isolation and minimize community fears about integration, e) to involve parent and community groups in the planning of MPP's programs and activities.

The evaluator concluded that seven of the nine subobjectives were successfully accomplished (all except numbers II.a and II.b) and that the Project has shown remarkable success in advancing the concept of voluntary metropolitan racial integration through urban-suburban collaborative planning and in the operational management of programs which reduce minority group student isolation.

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I. INTRODUCTION

A. Project Overview and Objectives

The Metropolitan Planning Project (MPP), in existence since 1973, is a federally funded collaborative of 36 local education agencies (LEA's) in the Boston Standard Metropolitan Statistical Area (SMSA). See Figure 1 and Table 1. The Project, located in Newton, operates with the Brookline Public Schools as its LEA.

A cooperative effort, the Project encourages and assists urban and suburban LEA's in the Boston SMSA plan for voluntary participation in magnetic-option type educational alternatives. MPP depends upon the active participation of school administrators, teachers, parents, students, and community groups. MPP provides a way for all to join in the planning, development, and implementation of exemplary integration curricula models.

Since 1975, MPP programs have included the following:

METROPATHWAYS- an educational program which provides expanded learning opportunities and environments for secondary school students. The students, from high schools throughout the Boston SMSA, are provided with opportunities to experience the richness and diversity of Greater Boston's culture, institutions, and heritage. Out-of-school learning sites are utilized, and use of public transportation is encouraged. (A program overview and review of objectives' achievement is provided in Appendix A.)

METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC)- an inservice program to assist teachers through training workshops on multiethnic education. Participating teachers gain greater understanding and knowledge of teaching techniques as well as how to locate and compile the resource materials students need for high quality multicultural studies. Workshops build competencies that classroom teachers need to develop multiethnic perspectives by providing a conceptual framework for curricula planning and exposing participants to the ethnic and cultural resources available. (A program overview and review of objectives' achievement is provided in Appendix B.)

In addition to its programs, MPP has provided materials and the Project staff has been available to offer support services for urban-suburban LEA collaboration efforts relating to metropolitan racial/school integration through consultations, presentations, and inservice sessions.

LOCAL EDUCATIONAL AGENCIES IN THE BOSTON STANDARD METROPOLITAN STATISTICAL AREA

Municipal School Districts

Arlington
Ashland

Λ Bedford
* Belmont
* Beverly
* Boston
Braintree
Λ Brookline
Λ Burlington

Λ Cambridge
Canton
* Chelsea
Λ Cohasset
Concord

Danvers
Dedham
Dover
Duxbury

Everett

Λ Framingham

* Hamilton
* Hanover
Λ Hingham
Holbrook
Hull

Λ Lexington
Λ Lincoln
* Lynn
Lynnfield

Malden
* Manchester
* Marblehead
Λ Marshfield
* Medfield
Medford
* Melrose
* Middleton
Millis
Milton

* Nahant
* Natick
* Needham
Λ Newton
* Norfolk
* North Reading
* Norwell
Norwood

Λ Peabody
* Pembroke

Quincy

Randolph
Λ Reading
* Revere
Rockland

* Salem
Saugus
* Scituate
* Sharon
Sherborn
* Somerville
Λ Stoneham
* Sudbury
* Swampscott

* Topsfield

* Wakefield
* Walpole
Λ Waltham
* Watertown
Λ Wayland
Wellesley
* Wenham
Λ Weston
Westwood
* Weymouth
* Wilmington
* Winchester
Winthrop
* Woburn

Regional School Districts

Dover-Sherborn

* Hamilton-Wenham

* Lincoln-Sudbury

* Experimental School System of the Commonwealth of Massachusetts

* North Shore Regional Vocational Tech

* = Approving District

Λ = Applicant District

TABLE 1

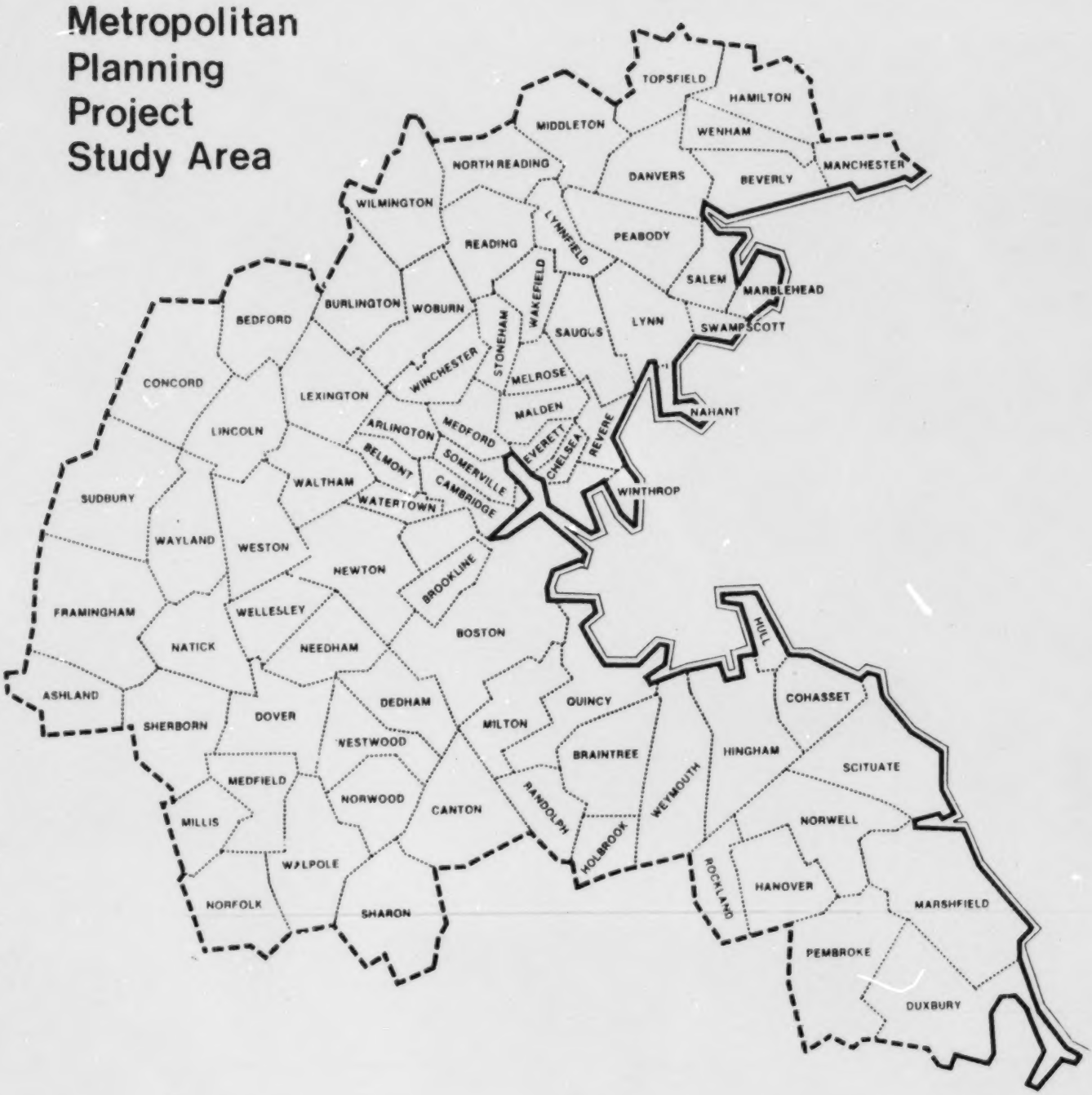
Metropolitan
Planning
Project
Study Area
TOPSFIELD
HAMILTON
MIDDLETON
WENHAM
NORTH READING
DANVERS
BEVERLY
MANCHESTER
WILMINGTON
READING
LYNNFIELD
PEABODY
SALEM
MARBLEHEAD
BEDFORD
BURLINGTON
WOBURN
WAKEFIELD
STONEHAM
SAUGUS
LYNN
SWAMPSCOTT
CONCORD
WINCHESTER
MELROSE
LEXINGTON
MALDEN
NAHANT
LINCOLN
ARLINGTON
MEDFORD
EVERETT
REVERE
CHELSEA
BELMONT
SOMERVILLE
WINTHROP
SUDBURY
WALTHAM
CAMBRIDGE
WATERTOWN
WAYLAND
WESTON
NEWTON
BROOKLINE
FRAMINGHAM
WELLESLEY
BOSTON
HULL
NATICK
NEEDHAM
ASHLAND
DEDHAM
QUINCY
COHASSET
SHERBORN
DOVER
MILTON
WESTWOOD
BRAINTREE
HINGHAM
SCITUATE
MEDFIELD
NORWOOD
CANTON
RANDOLPH
WEYMOUTH
NORWELL
MILLIS
HOLBROOK
ROCKLAND
WALPOLE
HANOVER
MARSHFIELD
NORFOLK
SHARON
PEMBROKE
DUXBURY

FIGURE 1

The following two major objective components, containing a total of nine subobjectives, provided the focus for the Project's efforts.

Objective I - Core Administration

A. To supervise and administer on an ongoing basis the implementation of MPP's programs.

B. To continuously seek support from a number of Boston metropolitan area school districts, community groups, businesses and other agency organizations for the goals and programs of MPP.

C. To continue to serve as a source of information and advice to educators across the country on the planning and implementation of voluntary metropolitan integration programs.

D. To investigate new metropolitan integration programs and activities.

Objective II - Community Participation and Public Information

A. To publish monthly newsletters and periodic press releases about MPP programs and activities.

B. To hold a major conference and a series of seminars for Boston area educators and citizens on the activities of the Project.

C. To meet with at least twenty Boston area citizen and community groups to discuss MPP activities and issues related to voluntary metropolitan integration.

D. To assist Boston area organizations attempting to reduce urban-suburban isolation and minimize community fears about integration.

E. To actively involve parent and community groups in the planning and implementation of MPP's programs and activities.

The MPP personnel consists of an Acting Executive Director, one full-time Supervisor for Educational Planning, and one full-time Principal Clerk-typist. MPP METROCENTER for Resource Development and Communications is located at 55 Chapel Street, Newton, Massachusetts.

B. Evaluation Design

The focus of the in-house evaluation plan for MPP's Final Performance Report was to determine whether each of the Project's stated objectives had been accomplished. To specify the means for judging the successful completion of each objective, a series of "subobjectives" was identified for the two major objectives. These subobjectives provide the organizing tool around which each of the Project's activities is reported.

In order to gather some of the necessary information about the status of the objectives, Massachusetts Department of Education personnel were interviewed; METROPATHWAYS and MEHRC Coordinators and staff were interviewed, and their materials, records, files, logs, and evaluations, were reviewed. MPP's records, files, and logs were also reviewed.

To ascertain the attitudes and feelings of school officials in the Boston SMSA towards participation in MPP's programs (objectives I.b and II.d), ideas for a survey of school systems were generated (Appendix C). From these ideas a survey instrument was then designed (Appendix D).

Nineteen LEA's in the Boston SMSA were chosen at random and during March, 1978, using the Survey of School Systems instrument, the superintendents were contacted and interviewed over the telephone.

C. Report Format

As a final report, this document describes the Project's status on each objective and subobjective as of September 25, 1978. Information presented in quarterly Project reports is summarized and when "totals" are reported in this document (e.g. the number of meetings held) those totals include the information in the quarterly reports.

The information presented in this report attempts to inform the reader of MPP's activities. Although correspondence, files, logs, program evaluation reports, and direct questions to Project and program staff were used to gather this information, it is unwise to expect that each and every activity and/or event in the Project has been reported here. All important milestones, however, have been recorded and are documented in this report. Reasons for slippage in achieving specific subobjectives is also presented.

The second section of the report summarizes the implementation aspects of the Project and is followed first by a description of the population benefiting from assistance, second by the results for each objective and third by the results of the five management performance objectives. The final section offers a conclusion.

II. IMPLEMENTATION

The implementation aspects of MPP which need to be described are related to leadership and funding. This section provides a summary of the timelines for the Project's implementation and a few of the problems dealt with over the course of the year.

Several significant events occurred between the time of the 1977-78 MPP grant application submission in April, 1977 and the time of Project funding approval in September.

June 1, 1977	Dr. William J. Leary, MPP Executive Director, resigns effective July 31, 1977.
June 24, 1977	After a comprehensive screening process, the MPP Governing Board selected Ms. Doreen H. Wilkinson and offered her the position of Executive Director.
July 11, 1977	Ms. Wilkinson notifies the MPP Governing Board that she will not accept the position of Executive Director.
July 28, 1977	The MPP Governing Board appointed Mr. Robert T. Pritchard (Executive Director of the Massachusetts Association of School Business Officials - MASBO) as Acting Executive Director of MPP.

The Acting Executive Director's management objectives were the following:

A. to obtain approval of MPP's federal funding application;

B. to effect administrative cost reduction;

C. to investigate the feasibility of transferring administrative responsibility for MPP to another organization;

D. to establish an MPP planning component;

E. to explore the possibilities of a new organizational status;

F. to tighten administrative controls;

G. to improve staff communications.

During this time, the request for assistance submitted to DHEW for funding under Title VII of ESAA was not approved for its failure to meet educational and programmatic criteria. A modified proposal was prepared containing revisions designed to correct deficiencies in the original request for assistance. The modified proposal was submitted on July 6, 1977. After

further programmatic modifications and budget negotiations, $57,660 was awarded to MPP.

As a result of the reduced funding awarded to MPP for 1977-78 (the original request was $97,000), the Governing Board passed a resolution stating that MASBO would be contracted to act as Program Management Consultants and would be responsible for the following activities:

A. supervision and assistance to the Coordinators of each of MPP's programs and, as well as having overall responsibility for administering the programs, will provide assistance in the areas of program logistics and fiscal management;

B. supervision of planning and program development through a Planning Specialist;

C. working with MPP's Governing Board and Advisory Committee to insure that local educators and citizens continue to provide guidance and advice to MPP;

D. meetings with administrators, staff, parents, and students of school districts in the Boston SMSA who have not been actively participating in MPP's programs (as well as continuing to meet with districts participating in MPP programs).

E. meetings with a number of Boston area business and university leaders to explain the purpose and importance of MPP's programs and to obtain a commitment of resources for MPP's activities.

Two significant difficulties confronted the Project during the implementation and, subsequently, the operational phases. One difficulty revolved around state and federal funding regulations and proceedures which limited MPP's operational capabilities and funding commitments.

The second difficulty was the lack of a Dynamic Executive Director. The lack of consistant leadership caused program personnel to work autonomously and made it difficult for the Acting Executive Director to weld together a more productive and unified organization. This difficulty persisted throughout the Project year.

III. FINAL REPORT OF PROGRAM PERFORMANCE

A. Population Benefiting from Assistance

The Metropolitan Planning Project was funded under Section 709 (a)(2) of the Emergency School Aid Act of 1972 during the 1977-78 fiscal year. This section of the ESAA legislation provides monies to school districts in Standard Metropolitan Statistical Area's (SMSA's) for various activities including planning projects and the administrative and auxiliary support services necessary to facilitate the success of programs that encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.

The $57,660 ESAA grant was awarded to MPP for the period of October 1, 1977 through September 30, 1978. This final report covers this twelve month period.

Specific description of the number and characteristics of the population benefiting from MPP must be presented in terms of its component programs. MPP has two component programs. First, the METROPATHWAYS program for secondary school students funded by the Massachusetts Department of Education under Section 8 of Chapter 636. Second, the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC) funded by the Massachusetts Department of Education under Section 8 of Chapter 636 and by the Department of Health, Education, and Welfare under ESEA Title IX, Ethnic Heritage Studies Act. Both the METROPATHWAYS and MEHRC programs have received from MPP the continuous planning, administrative, and auxiliary support services necessary to facilitate the programs' success.

The MEHRC program was developed to produce a visible mechanism (of trainees and networking) which would enrich and supplement traditional teacher training and curriculum development activities. The MEHRC program provided direct services to 32 trainees from the following three local education agencies and six schools respectively.

School District	School	# of Persons
Boston	Boston Latin School	6
	Nathan Hale School	6
	Dearborn School	3
Cambridge	Alternative Pilot School	6
New Bedford	Carney Academy	6
	Hayden McFadden School	5

An overview of the MEHRC program, its implementation, and objective achievement is provided in Appendix B.

The METROPATHWAYS program enrolled and provided direct services to 415 secondary school students from twenty-five urban and suburban schools representing fourteen local education agencies within the Boston Standard Metropolitan Statistical Area as shown below.

School District	School	# of Persons
Arlington	Arlington High	10
Boston	Boston Technical High	14
	Boston Trade High	3
	Brighton High	14
	Jeremiah E. Burke High	15
	Charlestown High	24
	Dorchester High	19
	Hyde Park High	24
	Jamaica Plain High	20
	Roxbury High	4
	South Boston High	21
	West Roxbury High	19
Brookline	Brookline High	2
Cambridge	Cambridge Pilot School	9
Cohasset	Cohasset Alternative High	33
Lexington	Lexington High	41
Medford	New Medford High	85
Needham	Needham High	11
Newton	Murray Road School	1
	Newton South High	5
Reading	Reading Memorial High	12
Somerville	Somerville High	10
Waltham	Open Road School	1
Watertown	Home Base School	9
Wellesley	Wellesley High	9

The racial composition of the 415 students served were 60% white, 36% black, and 4% were of other minorities. The 415 students served includes 8 bilingual students whose first language was not English; 3 bilingual students with limited English speaking ability; and 1 special education student. An overview of the METROPATHWAYS program, its implementation, and objective achievement is provided in Appendix A.

A racial profile of the participants in the METROPATHWAYS program by school district and school building is provided in Table 2.

To increase the population benefiting from MPP programs, meetings were held with representatives of the following local educational agencies.

1. Schools that participated previously in MPP programs but were not currently participating:

Boston	Boston Technical High School Boston Trade High School East Boston High School
Cambridge	Cambridge Rindge Latin High School
Newton	Newton North High School
Waltham	Waltham High School

2. Schools that had not previously participated in MPP programs:

Boston	Boston Latin High School Roxbury High School
Melrose	Melrose High School
Somerville	Full Circle School Somerville High School
Weston	Weston High School

3. Schools that had never before participated but, as a result of meetings, did participate in MPP programs:

Boston	Boston Latin High School Boston Technical High School Boston Trade High School
Somerville	Somerville High School

4. Meeting with the "North of Boston Social Studies Department Heads" representing several school districts, some of whom participated previously, some of whom participated at that time, and some who had never participated.

Figure 2 cartographically depicts the local education agencies within the Boston Standard Metropolitan Statistical Area whose populations directly benefited from MPP during the 1977-78 fiscal year.

TABLE 2

METROPATHWAYS Student Participants' Profile

School System	School	W	B	H	A	NA	Other*	Percentage Male/Female
Arlington	Arlington High	10	0	0	0	0	0	40/60
Boston	Boston Technical	11	15	2	0	1	0	49/51
	Boston Trade	4	8	4	0	0	0	75/25
	Brighton High	1	5	0	0	0	0	/100 F
	Jeremiah E. Burke	5	8	0	0	0	0	61/39
	Charlestown High	7	7	0	0	0	0	36/64
	Dorchester High	5	17	0	0	1	0	22/78
	East Boston High	68	0	0	0	0	0	47/53
	Hyde Park High	0	20	2	0	0	1	17/83
	Jamaica Plain High	15	10	4	0	0	1	13/87
	Madison Park High	0	3	0	0	1	0	100/ M
	South Boston High	9	23	0	0	1	0	/100 F
	West Roxbury High	14	27	4	0	1	2	29/71
	CETA	1	2	0	0	0	0	67/33
Brookline	Brookline High	3	0	0	0	0	0	33/67
Cambridge	Cambridge H & L	6	8	0	0	0	0	21/79
	Rindge Technical	7	4	0	0	0	0	100/ M
	Rindge Tech. Annex	3	0	0	0	0	0	100/ M
	Cambridge Pilot	0	5	0	0	0	0	20/80
Cohasset	Cohasset Alternative	5	0	0	0	0	0	80/20
Lexington	Lexington High	38	1	0	0	0	0	23/77
Medfield	Medfield High	1	0	0	0	0	0	100/ M
Medford	New Medford High	15	4	0	0	0	1	55/45
Needham	Needham High	12	0	0	0	0	0	33/67
Newton	Newton North High	1	0	0	0	0	0	/100 F
	Newton South High	2	0	0	0	0	0	50/50
Reading	Reading Memorial	1	0	0	0	0	0	/100 F
Waltham	Waltham High	5	0	0	0	0	0	40/60
Watertown	Home Base School	16	0	0	0	0	0	37/63
Wellesley	Wellesley High	5	0	0	0	0	0	80/20
	Total	270	167	16	0	5	5	37/63

*Other - West Indian, Cape Verdean, Haitian

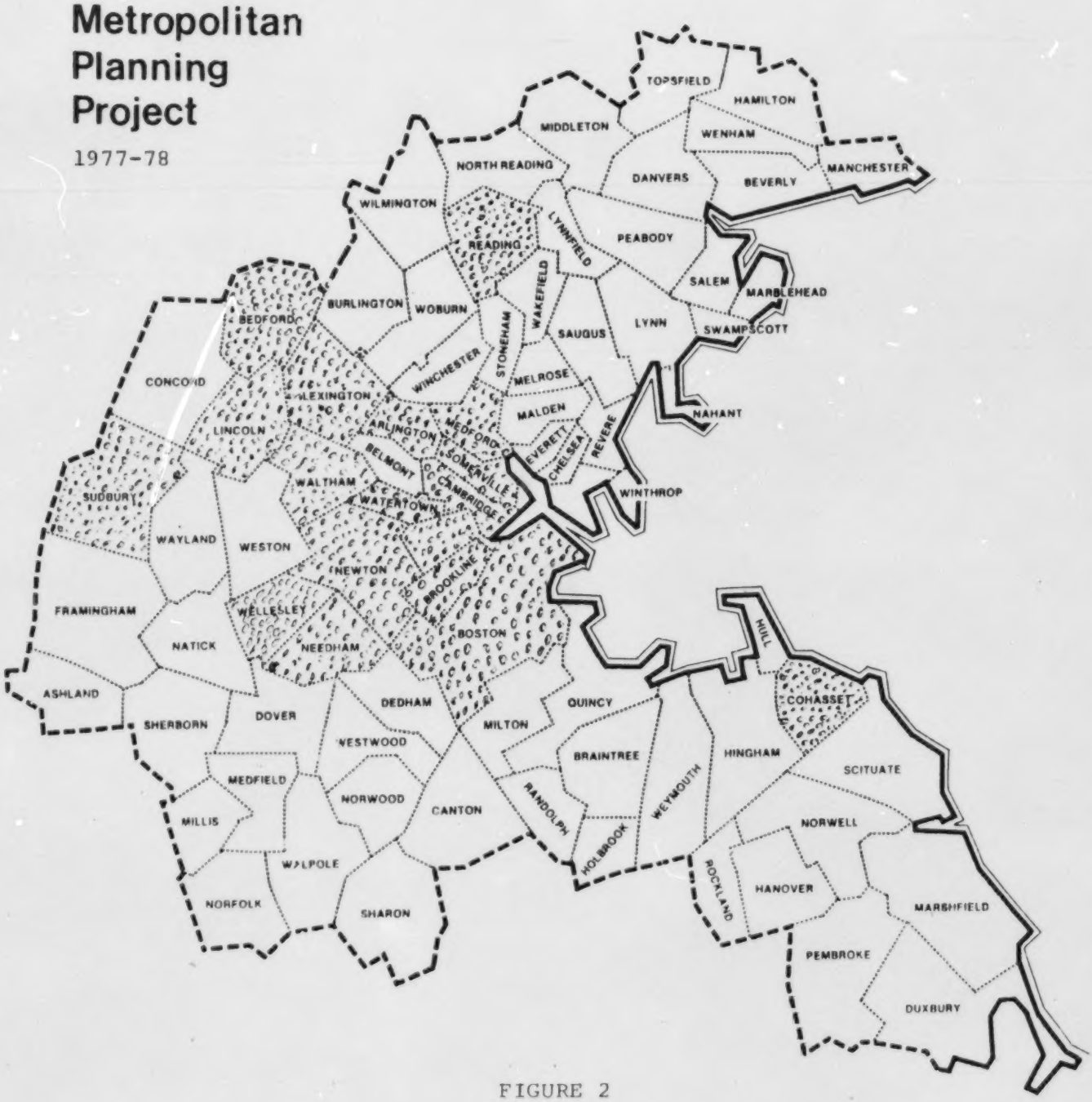

FIGURE 2

Legend: Participating School Districts, 1977-78

Non-participating School Districts, 1977-78

Note: New Bedford is not included on this map since it is not within the Boston Standard Metropolitan Statistical Area.

B. Statement of Objectives and Accomplishments

Introduction

There were two objective components delineated in the MPP Modified Grant Proposal - Core Administration and Community Participation and Public Information. Prior to presenting the individual objectives, activities, and accomplishments of each component, it must be stated that MPP successfully completed the major objective of its funding - to provide administrative and auxiliary services necessary to facilitate the success of its METROPATHWAYS and MEHRC programs.

Objective I - Core Administration (Parts A, B, C, D)

Part A: To supervise and administer on an ongoing basis the implementation of MPP's programs.

Activities planned to accomplish this objective include the provision of supervision and assistance to each of the respective program's Coordinators, as well as overall responsibility for program administration, logistics, and fiscal management. To achieve this objective, several strategies were employed including:

1. staff meeting on September 7, 1977 regarding goals for MPP, intra-program relations, and program goals;

2. staff meeting on October 12, 1977 focusing on program status reports -

   a. The METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC) is the only program in Massachusetts with both state funding and federal funding. It is one of 12 grants in the nation aimed at multicultural and multiethnic teacher education.

   b. METROPATHWAYS, a program for urban and suburban secondary school students, has received approval of state funding, a staff has been retained and space has been secured as an in-kind contribution from the Boston Public Schools. Student recruitment did present problems necessitating the revision of recruitment strategies.

      The following options were available for secondary school students on a one-day-a-week basis at an out-of-school learning site.

      Career Exploration focused on student self-knowledge in terms of career future, as well as on a broad exposure to the career market. Acti-

vities included values clarification and decision-making exercises, interviewing resource specialists, job-site visits, workshop sessions in the area of job search, and "shadowing" (on-site observation of an employee at work) in a specific job placement. Students learn to draft resumes and fill out application forms.

Ethni-City consisted of three distinct options:
- Chinese History, the traditional and contemporary China as they relate to Boston's Chinese-Americans;
- Hispanic Language and History offered students opportunity for language development and cultural exchange within a framework of historical study;
- Who's Who in Boston explored the history, culture and contemporary life of five Boston communities.

Making It On Your Own: Life Skills helped prepare students for the realities of adult life. The emphasis is on gaining practical skills and first-hand experience. Students strengthen communication and computation skills, become better informed for their future, and develop self-confidence and self-awareness. They practice filling out a variety of forms including: college and job applications, financial aid forms, and leases. They learn to balance a checkbook, file a consumer complaint, plan, buy and prepare low-cost nutritious meals. Students tour several neighborhoods both in the city and suburbs to assess the housing market, comparing prices, quality, and overall housing conditions.

Political Perspectives' topics of study included the political systems at the federal, state, and local levels; law and juvenile justice; media and communications; and special issues. Activities included visiting different courts, interviewing attorneys and judges, and attending legislative hearings. Interested students had the opportunity to visit newspaper offices, television and radio stations, and to publish a student newspaper. They also were able to develop research and lobbying skills in special interest areas.

Theatre Arts I introduced student participants with no previous theatre experience to the resources of the actor/actress. Students interested in exploring theatre as a means of expression and enjoyment take part in the following exercises: (1) understanding the self as an instrument in acting; (2) developing the voice skills of acting; (3) realizing the flexibility of the body through dance; (4) developing the imagination as the key product used to create images (focus on improvisation). There are theatre trips and visits by guest artists provided and students participate in a presentation at the end of each semester.

Theatre Arts II for students with previous theatre experience who will examine, in detail, the process of preparing a scene or play for a final performance. Emphasis is placed on sharpening the following skills: (1) techniques of memorization; (2) movement patterns; (3) character analysis and character research; (4) preparing scenes for production. There are theatre trips and demonstrations of acting and make-up techniques by professional actors and actresses. Students participate in a presentation at the end of each semester.

c. METROPAIRWAYS - Funding has not been granted. MPP will not make an official resubmission of the proposal due to financial and time constraints.

3. staff presentation on October 17, 1977 at Governing Board meeting. The agenda included:

   a. Director's report
   b. staff reports
   c. evaluation procedures
   d. staffing organization
   e. revision of MPP Core administration;

4. on October 19, 1977, a staff meeting was held to provide a forum for reaction to the previous Governing Board meeting;

5. staff meeting on November 16, 1977 to discuss and plan for the development of an Educational Planning Specialist position. The job description, hiring process and responsibilities were specified at this meeting;

6. staff meeting on March 10, 1978 regarding progress reports and 1978-79 proposals. Agenda topics included core activities, restructuring of the Governing Board, and program evaluations.

Both the METROPATHWAYS and MEHRC Coordinators have received continuous assistance and supervision in the areas of program and financial status, budget forecasting and auditing procedures, schedule of implementation revisions and their implications, and bid specification regulations for contractual services. All fiscal arrangements and budget management procedures were coordinated and consistent with the policies of the Brookline Public Schools, the Project's local education agency.

Thus, the following administrative and auxiliary support services were provided by the Project:

1. staff meetings;
2. student recruitment and enrollment procedures;
3. program budget management;
4. personnel recruitment and supervision;
5. seeking of new and increased levels of funding;
6. generating state and local school district support to promote voluntary integration;
7. evaluation of program outcomes;
8. program and budget revisions; and
9. providing information to staff members and program personnel.

Part B: To continuously seek support from a number of Boston metropolitan area school districts, community groups, businesses and other agency/organizations for the goals and programs of MPP.

The Project, during 1977-78, had two specific subobjectives in this area.

1. To expand the number of Boston area school districts referring students to MPP programs by seven.

   a. Meetings were held with officials of seven school districts representing twelve secondary schools to increase participation. These seven districts included populations that had participated previously but were not currently participating and schools that had not participated previously in MPP programs.

As a result of these meetings, participation was gained from seven schools that had not previously participated in MPP programs -

Boston Latin High School
Boston Trade High School
Boston Technical High School
Somerville High School
Dearborn School, Boston
Carney Academy, New Bedford
Hayden McFadden School, New Bedford

b. In March, 1978, the superintendents of nineteen local education agencies in the Boston Standard Metropolitan Statistical Area were contacted and interviewed over the telephone to ascertain their attitudes and feelings toward participation in voluntary metropolitan integration programs in general and MPP programs in particular. The school systems contacted were chosen at random and nine of the interviewees stated that their students were not participating in any voluntary metropolitan programs. Most of the superintendents were interested and highly receptive to such programs and, for the most part, indicated a readiness to allow students to participate in urban-suburban collaborative programs. (School Districts Contacted, see Table 3) (Superintendent Interview Responses, see Table 4)

On the other hand, however, problems remained. Areas of contention included transportation time, the effect urban-suburban collaborative programs which take students out of the district have on the district's already declining enrollment, methods of integrating the program's curriculum with the school curricula, and providing mechanisms for students to make-up school work missed due to participation in the programs.

TABLE 3

School Districts Contacted
for Survey of School Systems

Bedford

Beverly

Boston

Burlington

Chelsea

Cohasset

Framingham

Hingham

Lexington

Lincoln

Marshfield

Medford

Newton

Reading

Somerville

Waltham

Wellesley

Weston

Wilmington

TABLE 4

Survey of School Systems
Superintendent Interview Responses

ORIENTATION 1. Are you familiar with the Metropolitan Planning Project?		yes - 15 no - 4
One of the Metropolitan Planning Project's programs, METROPATHWAYS, was developed in 1974 and provides expanded learning opportunities and environments for secondary school students. 2. Are you familiar with METRO-PATHWAYS?		yes - 17 no - 2
3. a. Does your school district have any students participating in the METRO-PATHWAYS program this year?		yes - 8 no - 11
b. Prior participation?		yes - 11
	LEA's with students participating	LEA's that do not have students participating
4. How do you feel about part-time magnet programs designed to reduce racial and ethnic isolation in your schools?	for-8 against-0	for-5 against-2 no answer-2
5. a. Have these experiences facilitated the reduction of racial and ethnic isolation in the schools of your district?	yes-3 no-2 no answer-3	yes-2 no-1 no answer-9
b. Could they have been more effective?	yes-1 no-1 no answer-6	yes-1 no answer-10

c. Has (or does) your school system offer magnet programs which focus upon reducing the racial and ethnic isolation in your schools?	yes-7 no-1	yes-5 no-6
d. Participation in EdCo METCO CEC Other	5 4 1 2	1 5 0 2
e. If participation in a collaborative magnet program is indicated...is/was their a sense of proprietorship?	yes-3 no-2 no answer-3	yes-3 no answer-8

It is important to us to ascertain the willingness of LEA's to grant students academic credit for participation in part-time magnet programs such as our METROPATHWAYS program.

6. Do/would you grant students in your school system academic credit for successful completion of a part-time magnet program?

Principal's decision-9
Other-3
No answer-7

At MPP we have been considering developing programs which target specific types of students such as those with learning disabilities, behavioral/attitude problems, or gifted/talented potential. Our present programs do not target any specific population but service all students.

7. Would a part-time magnet program designed to target and service specific types of students such as those with ..... interest you?

learning disabilities	yes-1	no-2	maybe-2
behavioral/attitude problems	yes-1	no-2	maybe-2
gifted/talented potential	yes-6	no-2	maybe-3
basic skills/competency standards	yes-1	no-2	maybe-1
other	yes-0	no-0	maybe-0

In addition to the new programs we have discussed so far, we are also developing several new part-time magnet options for secondary school students. It would be helpful to us if, in terms of committing students to participate, you would indicate whether or not any of the following programs are of interest to you.	
8. Architecture	yes-9 no-2
Astronomy	yes-8 no-3
Music	yes-9 no-3
Criminal Justice/Law Enforcement	yes-9 no-1
Aviation	yes-5 no-2
Other	yes-0 no-0
There has been interest recently in programs for gifted students. The Metropolitan Planning Project is considering the development of a program for culturally different 'gifted/talented' students.	
9. Would you be interested in a program for gifted/talented students?	Yes-10 no-3
10. Would you assist us by allowing me to write a letter, summarizing your comments during this interview, for your signature? Quite obviously, you would not be committed in any way at all. However, the letter would be included in MPP's 1978-79 proposals.	Affirmative responses from Superintendents of Beverly, Hingham, and Medford.

Comments received included:

- We are open to any type of program which provides services to youngsters but does not compromise their education.
- Would like to see these programs on paper.
- Several of these ideas would be of interest but transportation is a key issue.
- METROPATHWAYS has generated good human relations feelings.
- METROPATHWAYS goes out of its way to involve LEA people.

2. To identify university and business community resources (monies, people, space, and/or materials) in the Boston area with the additional financial resources MPP needs.

   In order to accomplish this objective, meetings were held with a number of Boston area university and business leaders to explain to them the purpose and importance of MPP's activities. Meetings were held with representatives of the following organizations:

   a. Berklee College of Music;
   b. Boston Architectural Center;
   c. Boston Museum of Science and Hayden Planetarium;
   d. Boston University Center for Criminal Justice;
   e. Boston University School of Law;
   f. Boston University Special Education Department;
   g. Massachusetts Aviation Education Council;
   h. Salem State College.

   In several instances, available space, materials, and/or people have been specified as potentially available to assist MPP.

Part C: To continue to serve as a source of information and advice to educators across the country on the planning and implementation of voluntary metropolitan integration programs.

MPP continually receives and responds to requests for information and advice regarding the planning and implementation of metropolitan integration programs and magnet schools. For example, requests for information and/or MPP literature include requests from:

Harvard Graduate School of Education, Programs in Administration, Planning and Social Policy, Cambridge, Massachusetts;
Metropolitan Area Planning Project, Boston, Massachusetts;
Providence Public School Department, Providence, Rhode Island;
University of Colorado at Denver, Denver, Colorado.

Part D: To investigate new metropolitan integration programs and activities.

A specific subobjective would be for MPP to develop a viable supplement to those programs already in existence. The activities that were planned to meet this objective included the supervision of planning activities and program development through a Planning Specialist. Specific activities included meetings with local educators, community organizations, school administrators, and funding agencies to determine the future direction of MPP programs, and to accomplish educational and financial planning for proposed programs.

Strategies utilized to meet this objective included:

1. contacting local educators, school administrators, state and regional governmental agencies, funding agencies, as well as minority organizations, and advocacy groups;

2. identifying urban and suburban Boston area students' interests;

3. participating in state sponsored Magnet Education Workshops; and

4. contacting the representatives of nineteen local education agencies in the Boston Standard Metropolitan Statistical Area in order to interview them over the telephone. This activity, conducted in March, 1978, explored several new program options. Tabulation of responses indicated that fifty percent of the superintendents interviewed responded positively to and were interested in Architecture, Music, Criminal Justice/Law Enforcement, and Gifted and Talented program options. An Astronomy option was also well received by approximately forty-five percent of those interviewed (see Table 4).

   The five program option areas of interest are:

   Architecture
   The program envisioned would utilize facilities, resources, and space available at the Boston Architectural Center on Newbury Street in downtown Boston. Activities explored include: instruction in architectural design and use of the Center design studios; use of Center model shop and library; field trips; and class sessions with licensed architects.

Curriculum content would be designed to expose students from all backgrounds to the richness and diversity of Boston's architecture. The racial and ethnic diversity as well as the blending of past, present, and futuristic styles in the Boston metropolitan area's architecture are seen as ideal for such a program.

Astronomy

A program curriculum exploring the various myths and legends that people of different cultures have held regarding the heavens, cosmogonic theories of the origin of the universe, would be developed.

Several of the academic components discussed that students could participate in are as follows:

a. inclusion of an extant program such as Naked Eye Astronomy;

b. Hayden Planetarium shows, participatory in design;

c. a class session in the Hayden Planetarium Library;

d. outside field trips to the MIT, Harvard, and Wellesley observatories;

e. a career-oriented class session with several of the Hayden Planetarium personnel participating;

f. utilization of Museum of Science programs and exhibits relative to the astronomy program; and

g. extant materials for student manipulation and consumption
   (1) manipulatable materials - telescope
   (2) consumable materials - constellation charts and maps.

Law Enforcement/Criminal Justice

This program concept has been explored with the Boston University Center for Criminal Justice staff. Three of the components discussed are as follows:

a. field trips that would acquaint students with the activities and responsibilities of state and municipal police departments;

b. field trips which will expose students to the state courts system and the activities taking place in these respective courts; and

c. adversarial courtroom simulation and role playing by students, utilizing facilities available at the Boston University School of Law.

Music
An ethnic/culture oriented music program is under development. Academic components being explored include:

a. inclusion of an extant Berklee College of Music Community Services Program curriculum such as Theory, Form and Analysis, and Ear Training;

b. availability of facilities and personnel on Saturdays;

c. use of the music library; and

d. outside field trips.

Gifted and Talented
This would be a program for culturally different students building on existing opportunities for all children. Most attractive is a program focusing on leadership potential. Students could be referred by parent, teacher, peer, and possibly by the student him or her self.

Built around a futures study curriculum, students will be exposed to community relevant urban and suburban topics with an attempt to question and anticipate cultural impact resulting from those issues under examination. Also, students will be exposed to role models in the form of group activists; community administrators and activists; and political activists.

Since the viability of voluntary desegregation programs is intertwined with student interest in course options, the accomplishment of achieving this objective will be realized when at least one new program option is fully developed and the curriculum funded for implementation. Time, finances, and personnel constraints prohibited such development during this Project year.

Objective II - Community Participation and Public Information (Parts A, B, C, D, E)

The overall objective of this second component was to provide information to school administrators, teachers, parents, students, and the community-at-large about the voluntary metropolitan integration programs and activities of MPP and to continue a dialogue in the Boston area about ways of promoting and expanding voluntary metropolitan integration activities.

There were five subobjectives within this component. The planned activities and actual accomplishments of each will be presented seperately.

Part A: To publish monthly newsletters and periodic press releases about its program and activities.

A significant number of events related to the leadership and funding of the Project occurred between the submission of the original grant application in April, 1977 and the time of funding in September, 1977. These events led to the deletion of the activities necessary to successfully accomplish this particular objective.

June 1, 1977	Dr. William J. Leary, MPP Executive Director, resigned effective July 31, 1977
June 24, 1977	After comprehensive screening, the MPP Governing Board selected and offered the position of Executive Director to Ms. Doreen H. Wilkinson
July 11, 1977	Ms. Wilkinson notifies the MPP Governing Board that she will not accept the position of Executive Director
July 28, 1977	The MPP Governing Board appoints Mr. Robert T. Pritchard (Executive Director of the Massachusetts Association of School Business Officials - MASBO) as Acting Executive Director of MPP

During this time, the Special Grant Proposal submitted to DHEW for funding under Title VII of ESAA requesting $97,000 for the continuation of the Metropolitan Planning Project was not approved for its failure to meet educational and programmatic criteria. A Modified Special Grant Proposal containing revisions designed to correct deficiencies in the original proposal was prepared and submitted on July 6, 1977. After more programmatic changes and budget negotiations, ESAA awarded $57,660 to MPP.

As a result of the reduced assistance for 1977-78 and the leadership difficulties, the Governing Board passed a resolution regarding the overall administrative activities, and project personnel and activities. At that time, the newsletter and publicity activities were deleted.

Part B: To hold a major conference and series of seminars for Boston area educators and citizens on the activities of the Project.

MPP contributed to a conference on voluntary integration sponsored and hosted by the Massachusetts Department of Education, Bureau of Equal Educational Opportunity, in the City of Boston, during April, 1978. One of the four-day workshops at the conference focused on urban-suburban collaboration and was, in part, designed and conducted by MPP's METROPATHWAYS Coordinator.

Workshop topics included an overview and orientation to voluntary integration programs in Massachusetts; city and suburban collaboration strategies, successes, values, and future; as well as the legal and financial ramifications of integration/desegregation programs. The conference provided a forum for approximately 250 invited participants representing fifteen states actively involved in integration and/or magnet schools.

Part C: To meet with at least twenty Boston area citizen and community groups to discuss MPP activities and issues related to voluntary metropolitan integration.

The staff of MPP planned and met with various citizen and community groups and conducted a number of workshops and training sessions for teachers and other participants in MPP programs. These activities and workshops focused on issues related to voluntary metropolitan integration. The activities and workshops included:

1. Parent/Student Workshop - December 14, 1977
2. Parent/Liaison Workshop - January 31, 1978
3. Parent/Teacher/Student Workshop - April 12, 1978
4. Student Workshop - May 26, 1978
5. Meetings with representatives of the Massachusetts Association for the Advancement of Individual Potential (MA/AIP), an advocacy group.

As a result of reduced funding all of the activities that were planned to achieve this objective were not implemented. MPP did not attain the quantity objective. The quality of those activities which were realized, however, indicates that the overall spirit of the objective was achieved.

Part D: To assist Boston area organizations attempting to reduce urban-suburban isolation and minimize community fears about integration.

Responses from the nineteen LEA's contacted for the Survey of School Systems (see Table 4, page 19) indicate that the superintendents are generally familiar with both MPP and its METROPATHWAYS program. Although less than half of the LEA's contacted had students participating in the METROPATHWAYS program, most of the superintendents were interested and receptive to such programs. For the most part, the superintendents interviewed indicated a readiness to allow interested students to participate in urban-suburban collaborative programs.

In order to be able to assist Boston area organizations, MPP staff, in concert with the Governing Board and Advisory Committee, have taken action steps to insure that local educators and citizens continue to be aware of MPP's activities. To maximize input, an evaluation of the structure and role of the MPP by-laws was suggested as a means to facilitate both an increase in participation and a maximization of members awareness.

A special committee composed of Governing Board members, formulated and recommended a revision of the MPP by-laws to facilitate MPP's relationship with urban and suburban LEA's. The revisions were designed to bring the Project's governance structure more in-line with needed organizational and operating procedures.

At the February 27 MPP Governing Board meeting, the proposed revisions were voted upon and approved. The revisions effected a significant change, a means by which school districts not in the Boston SMSA could enroll students in MPP's programs was established.

Part E: To actively involve parent and community groups in the planning and implementation of MPP's programs and activities.

The activities that were planned to meet this objective included extensive meetings with administrators, staff, parents, and students of school districts in the Boston area who had not been actively participating in MPP's programs (as well as continuing to meet with districts already in the programs). The purpose of these meetings was to inform and orient participants to MPP's programs and urge them to become actively involved.

Several strategies were utilized to inform and actively involve parents and community people in the Project, including:

1. A Parent/Student Workshop was held on December 4, 1977. Among the 90 persons in attendance were students, parents, home-school liaisons, and Project staff. Parent participation in the program was the central theme of the workshop. Students focused on providing input regarding program evaluation, recruitment, planning for a Student Workshop and "option-mixing" activities.

2. A Parent/Liaison Workshop was held on January 31, 1978 which focused on home-school support for program policies and procedures; the role of the home-school liaison in program recognition and referral; and the role of the home-school teachers in magnet programs. A total of 43 people participated in this workshop.

3. On April 12, 1978 a Parent/Teacher/Student Workshop was held. At this workshop 40 parents, students, and teachers were given the opportunity to meet with Project staff to discuss and evaluate the program.

4. A Student Workshop was held on May 26, 1978. Students from all the program options met for the day to participate in option-mixing events including five exercises focusing on cooperation and leadership skills, group discussions, and student term projects. The 415 students from both the fall and spring semesters were invited to this workshop where certificates were presented to all students who had successfully completed their course requirements.

These workshops have culminated in a multi-lingual booklet entitled, Magnet Schools and Programs: Drawing Parents In, prepared by the Coordinator of the Metropolitan Planning Project's METROPATHWAYS program for the Massachusetts Department of Education, Bureau of Equal Educational Opportunity. The booklet is a resource for school and program personnel as well as for parents. Included are strategies for individual involvement, the establishment of Parent Groups, and ways in which services may be volunteered. Program personnel can find information about parents whose first language isn't English and a parent workshop model that has proven to be effective.

C. Management Performance Objectives

The management performance objectives were stated by the MPP Governing Board in order to specify some of the activities necessary to achieve the Project's objectives. The results of these management objectives have been explained in detail in the preceeding portions of this report. The activities of the management objectives are summarized here.

1. Supervision and assistance to the Coordinators of each of MPP's programs, as well as having the overall responsibility of administering the programs, and will provide assistance in the areas of program logistics and fiscal management.

During the months of September, 1977 through June, 1978 the MPP staff, the METROPATHWAYS and MEHRC Coordinators, and MASBO personnel met frequently to discuss and share problems, successes, ideas, and resources. In addition, several meetings with the individual Coordinators were held. Topics at those meetings included discussion and development of the following areas: program financial status, budgeting and budget forecasting, evaluation designs and bid specifications, and program schedule of implementation revisions. MASBO monitored the program budget disbursements, supervised the fiscal accounting methods, and provided personnel management and staff utilization advice.

2. Supervision of planning and program development through a Planning Specialist.

The position requirements, hiring process and responsibilities for the Planning Specialist were developed at the November 16, 1977 staff meeting. A Supervisor for Educational Planning was appointed to the Project staff in December, 1977. Since that time, MPP has initiated and continued program planning and development dialogue with local educators, Massachusetts Department of Education personnel, school administrators, community organizations, Boston-area university representatives, and funding sources. The contacts developed include, but are not limited to, the following:

a. Berklee College of Music;
b. Boston Architectural Center;
c. Boston Museum of Science and Hayden Planetarium;
d. Boston University's Special Education Department, School of Law, and Center for Criminal Justice;
e. Massachusetts Department of Education, Bureau of Equal Educational Opportunity, Bureau of Student Services, and Bureau of Research and Assessment;
f. Northeastern University, Special Education Department;
g. Salem State College.

Meetings and discussions have focused on determining the direction future MPP programs will take as well as the development and funding of proposed programs. After investigating ten possible discipline areas, five emerged which appear to have the inherent ability to create interest among students and school officials, and which would lend themselves to achiving MPP's urban-suburban collaborative integration program objectives. The five program areas identified for development and implementation are: Architecture, Astronomy, Law Enforcement/Criminal Justice, Music, and Talented and Gifted.

3. Working with MPP's Governing Board and Advisory Committee to insure that local educators and citizens continue to provide guidance and advice on MPP's activities.

An evaluation of the structure and role of these bodies was made in order to increase participation and maximize involvement of members.

In December, 1977, the Governing Board met and approved the process established for identifying and appointing a Supervisor for Educational Planning. After the candidate had been formally selected, the Governing Board met on January 23, 1978 to approve and exchange ideas with the new staff member. The Board also reviewed and recommended changes in the MPP by-laws. These changes were designed to bring the by-laws more in-line with present organizational and operating procedures.

At the February 27 Governing Board meeting, the proposed revisions were voted on and approved. The major thrust of the revisions was a means by which students from school districts not in the Boston SMSA could participate in MPP's programs and activities.

Although an Advisory Committee was established for the 1977-78 project year, there were no formal meetings held.

As part of the development of a 1978-79 proposal, in order to comply with ESAA, Title VII funding criteria, a new Advisory Committee was established. The names of the committee members and the purpose of the committee were published in the Boston Herald American Newspaper along with a notice of a public hearing regarding MPP's 1978-79 proposal to be held on May 12, 1978. Attendance at the May 12 Advisory Committee was very poor.

4. Meetings with administrators, staff, parents, and students of school districts in the Boston area who have not been actively participating in MPP's programs (as well as continuing to meet with districts already in the programs). MPP will attempt to meet with a minimum of 20 school districts during 1977-78, with the objective of obtaining the participation of at least seven of these districts.

   Over 30 school districts were contacted and meetings were also held in 7 districts new to the program (representing 12 secondary schools) to discuss MPP's programs and to encourage participation. As a result of these meetings, METROPATHWAYS and MEHRC provided services to participants from seven schools that had not previously participated in MPP programs. These seven schools represented three school districts.

5. Meetings with a number of Boston area business and university leaders to explain to them the purpose and importance of MPP's programs and to obtain a commitment of resources for MPP's activities.

   MPP made the following new contacts during the 1977-78 Project year:

   a. Berklee College of Music;

   b. Boston Architectural Center;

   c. Boston Museum of Science and Hayden Planetarium;

   d. Boston University's Center for Criminal Justice, School of Law, and Special Education Department

   e. Cultural Education Collaborative;

   f. Federal Aviation Administration, Education Specialist;

   g. Massachusetts Association for the Advancement of Individual Potential;

   h. Massachusetts Aviation Education Council;

   i. Massachusetts Council on the Arts and Humanities;

   j. Northeastern University, Special Education Department;

   k. Salem State College

   In several instances available space, materials, resources, and personnel interested in MPP's goals and objectives have been identified as potentially available resources to assist Project activities.

IV. CONCLUSIONS

The Metropolitan Planning Project has successfully accomplished seven of its nine subobjectives, and has successfully accomplished its two major objectives. It has advanced the concept of voluntary urban-suburban collaboration and has provided the administrative management services necessary to facilitate the success of its METROPATHWAYS and MEHRC programs.

MPP's 1977-78 federal funding application was approved (Management Objective 1, see Implementation Section) by effecting administrative cost reductions (Management Objective 2). An MPP planning component was established (Management Objective 4) and administrative controls were tightened (Management Objective 6).

It was the hope of the Governing Board and the Acting Executive Director that, given the 1977-78 Project year, MPP might be able to make a greater impact upon extant programs, create and implement innovative new programs, and to stabilize the organization by securing additional funding. As the year unfolded, however, it became apparent that these hopes would not be realized. Some of the reasons for this slippage were:

A. state and federal funding regulations and proceedures which limited MPP's operational capabilities;

B. the lack of sustained financial assistance for metropolitan integration efforts;

C. difficulty in obtaining a high level of participation from MPP Governing Board and Advisory Committee members;

D. inability of the Acting Executive Director to improve staff communication and morale, and to weld together a more productive and unified organization.

The lack of organizational stability caused by the leadership and funding problems necessitated the continued investigation of the feasibility of transferring administrative responsibility for MPP to another organization (Management Objective 3).

Contact with the EdCo Executive Director and the Chairman of the Board resulted in the development of action steps to transfer MPP and its programs to EdCo for continued operation and administrative management.

On May 1, 1978, the MPP Governing Board met:

> To consider and act upon a proposal that the Education Collaborative for Greater Boston, Inc. (EdCo) be authorized to assume the functions, programs, and organizational components of MPP at the expiration of fiscal 1978 contracts.

Following a discussion, the motion was duly made and seconded. The motion was unanimously approved by the MPP Governing Board members.

The development and submission of MPP's 1978-79 federal assistance request and revisions were authored under the supervision of EdCo, Inc. If funded, MPP will become the planning component for EdCo's Metropolitan Education Programs (Management Objective 3).

It is the evaluators' opinion that, in the light of leadership problems, the diversity of the Project's activities, its limited staff, and the nature of the outreach services and programs it offered, MPP has been remarkably successful in advancing the concept of urban-suburban collaboration; providing the administrative management services necessary to facilitate the success of its METROPATHWAYS and MEHRC programs; and encouraging the reduction and prevention of minority group student isolation in the schools of the Boston Standard Metropolitan Statistical Area.

APPENDICES

A. METROPATHWAYS

Overview

Implementation

Objectives and Accomplishments

B. METRO ETHNIC HERITAGE RESOURCE CENTERS

Overview

Implementation

Objectives and Accomplishments

C. Ideas for Survey of School Needs

D. Survey of School Systems Instrument

METROPATHWAYS

I. PROGRAM HISTORY

The Metropolitan Planning Project's (MPP) 1973-74 program focused on the viability of several metropolitan education recommendations. Feasibility of the formula plan specified in the Emergency School Aid Act of 1972, Title VII, Section 709 (a)(2) (P.L. 92-318, as amended) in a simulation model which distributes students throughout the schools of the Standard Metropolitan Statistical Area (SMSA) in a proportion prescribed by law was tested. The use of a numerical distribution formula to eliminate majority student isolation was deemed not to be feasible for the Boston SMSA.

Therefore, the Project designed and analyzed an alternative Ten Year Plan that would not meet the specific formula plan, but would satisfy the basic statuatory purpose of the Act. That is, to eliminate minority group student isolation to the maximum extent possible in the Boston metropolitan area, through voluntary collaboration between urban and suburban school districts.

A detailed description and analysis of the formula plan and the alternative plan have been documented in METRO WAYS TO UNDERSTANDING, Volume I, A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. (MASBO, 1974). Recommended program alternatives are also discussed in that MPP report.

The pilot implementation of three of the alternative program recommendations began in the Spring of 1975 with financial assistance from the Massachusetts Department of Education, under Section 8 of Chapter 636, through the Bureau of Equal Educational Opportunity. METROPATHWAYS was the first MPP alternative program implemented.

METROPATHWAYS is composed of several high quality educational programs which are accessible to secondary school students of different socio-economic, racial and ethnic backgrounds within the metropolitan area. Use of the mass transit system is especially encouraged. It is the program options of METROPATHWAYS (see page 13), however, that brings students from the city and suburbs together to interact and share learning experiences.

METROPATHWAYS program options enable students to experience the Greater Boston area as a learning environment. Suburban participants in the options learn how to utilize the resources of the Greater Boston area while sharing learning experiences with students from more than ten Boston high schools in an integrated classroom environment.

The curriculum of each program option facilitates the understanding of cultural, economic, and physical environments. Basic skills studies are also encouraged.

The 1977-78 METROPATHWAYS program year request for financial assistance was submitted to the Massachusetts Department of Education on June 8, 1977. This proposal requested $161,399. The METROPATHWAYS program, after clarifications and budget modifications, was approved on September 1, 1977 and awarded $124,000 under Section 8 of Chapter 636 through the Bureau of Equal Educational Opportunity.

Program Overview

The voluntary learning program offered to high school students in the Boston SMSA by the 1977-78 METROPATHWAYS program has the goal of reducing minority and majority student isolation. Program options increase urban students' awareness of the suburbs, and suburban students' knowledge of the central city.

The eleven-week fall semester of METROPATHWAYS began the week of November 7 with 212 students participating (see page 9) in the following program options (see page 13):

Theatre Arts - (Tuesday and Wednesday)
Political Perspectives - (Tuesday and Wednesday)
Making It On Your Own: Life Skills - (Tuesday)
Career Exploration - (Wednesday and Thursday)
History and Culture of the Boston Chinese Community - (Thursday)
Basic Skills - (four day program, Tuesday through Friday)

Program options did not meet on Mondays. This day was devoted to program planning and staff development activities.

The eleven-week spring semester began the week of March 6 with 203 students participating in the following program options:

Theatre Arts I - (Tuesday)
Theatre Arts II - (Wednesday)
Theatre Arts III - (Wednesday)
Political Perspectives - (Tuesday, Wednesday, Thursday)
Making It On Your Own: Life Skills - (Tuesday, Wednesday)
Career Exploration - (Thursday)
Ethni-City, Chinese Unit - (Wednesday)
Ethni-City, Hispanic Unit - (Tuesday)
Ethni-City, Overview - (Thursday)
Basic Skills - (Thursday, Friday)

All option leaders, except the Theatre Arts team, assisted the leaders of other options on days when their own option was not offered.

Option-mixing activities were developed so that students in one program option had an opportunity to meet and interact with students in the other program options. A culminating experience, at the end of the program year, enabled students from all the program options of both semesters to interact and mix socially. Students

from both the fall and spring semesters, who had successfully completed their option requirements, received Certificates of Completion at this event.

The METROPATHWAYS personnel consisted of one full-time Coordinator, one half-time Program Implementor, one half-time in-house evaluator, five Teaching Team Leaders, three Assistant Teachers, one full-time Junior Clerk-typist, six interns and one student teacher. The program's Coordinator and staff were assisted by an orientation specialist consultant, a staff development specialist consultant, bilingual translation consultants, resource specialist consultants, and a proposal and budget specialist consultant. The METROPATHWAYS Center was located in the English Language Center at 152 Arlington Street, Room 403, Boston, Massachusetts.

II. IMPLEMENTATION

The implementation aspects of METROPATHWAYS which need to be described are related to the program's leadership and the Massachusetts Department of Education, Chapter 636 funding timeline and regulations regarding program operation and student recruitment. This section provides a summary of the implementation problems encountered by the program during the year.

The MPP Governing Board, in July, 1977, received notification from the METROPATHWAYS Coordinator of her intent not to return for the 1977-78 program year. An Acting Coordinator was appointed on August 3, 1977 to respond to the Massachusetts Department of Education, Bureau of Equal Educational Opportunity's (BEEO) request for program clarifications and modifications.

The ability to continue the development and operation of METROPATHWAYS was the result of the Acting Coordinator's (formerly the Supervisor) willingness to assume leadership responsibilities. A former METROPATHWAYS Team Leader was retained as an Orientation Specialist to recommend staff appointments, provide staff orientation, and review curriculum in the early weeks of the program.

The former METROPATHWAYS Coordinator resumed her position on October 10, 1977. At that time, the Acting Coordinator accepted the part-time position of Program Implementor.

In April, 1978 the Coordinator and the Program Implementor informed the MPP Acting Executive Director that they would resign effective May 30, 1978. Both had accepted recently created positions in the State Department of Education.

The Orientation Specialist retained earlier in the year, returned in mid-April to become the METROPATHWAYS Acting Coordinator. In this capacity the Acting Coordinator was responsible for the program's successful completion of the academic year (June 30)

and the development and submission of a proposal requesting state financial assistance for the 1978-79 program year.

Although the program's activities were successfully completed, the leadership changes both early and late in the program year, negatively affected program continuity and staff-administrator relationships. METROPATHWAYS staff expressed concern regarding substantive planning proceedures which caused individuals to feel that they were compling with imposed regulations rather than working together to achieve goals. This problem was evident throughout the program year.

The funding timeline for programs awarded grants under Section 8 of Chapter 636 does not coincide with public school schedules. Programs are required to discontinue all activity by June 30, even if all funds have not been expended. The earliest date of refunding has been September 1, delaying student recruitment efforts until early November. An extended funding process would enable programs such as METROPATHWAYS to have greater continuity through continuous planning and evaluation, would insure staff and location stability, would make advance recruitment in schools possible, and could result in a program schedule compatible with other school schedules.

The attraction of the METROPATHWAYS program options often lies in their difference from the home school curriculum. Program operation guidelines require that classes meet during regular school hours and should be designed to insure that students receive full credit for participation, and that no make-up work should be assigned.

The hours in which educational experiences take place, whether or not credit is granted for participation, and the issue of students making up work missed during release-time, seem to have questionable relevance for integration goals. The facts of the matter are, however, the METROPATHWAYS program can only recommend credit; by law, school boards, and by tradition, the headmaster/principal, grant credit for participation in any program. As for the non-assignment of make-up work, this requirement arouses teacher resistance to student participation. Students, on the other hand, seem not to question the need to make up missed school work. These difficulties were encountered by the METROPATHWAYS staff during both the fall and spring semesters.

III. OBJECTIVES AND ACCOMPLISHMENTS

The METROPATHWAYS proposal delineates several general objectives for the program as a whole, as well as specific objectives for the study options which compose the METROPATHWAYS program. This section provides a summary of METROPATHWAYS achievement on the general objectives for the program as a whole.

The general objectives of the METROPATHWAYS program were achieved by the six study options offered during the fall semester, and the ten study options offered during the spring semester. Each option enrolled 25-30 students from participating Boston SMSA high schools with a minimum of 30% and a maximum of 50% minority group students.

A total of 415 students (212 in the fall and 203 in the spring) from twenty-four urban and suburban high schools representing fourteen local education agencies received direct services from the METROPATHWAYS program. The racial composition of the 415 students served was 60% white, 36% black, and 4% were of other minorities. The 415 students served included 8 bilingual students whose first language was not English; 3 bilingual students with limited English speaking ability; and 1 special education student.

The entire METROPATHWAYS program is geared toward bringing students of different backgrounds together and to eliminate stereotyping. Inter-racial/multicultural learning objectives form an integral part of the program. These learning objectives are implicit and permeated every aspect of the program including staff appointments, curriculum design, workshop themes, student and staff orientation, program activities and evaluation.

During 1977-78, school personnel (administrators, liaisons, teachers, and guidance counselors) of participating schools and the parents of participating students were involved in a series of workshops to promote interdistrict collaboration and cooperation. These workshops culminated in a multi-lingual booklet entitled, Magnet Schools and Programs: Drawing Parents In. The booklet is a resource for school and program personnel as well as parents. Included are strategies for individual involvement, the establishing of Parent Groups, and ways in which services may be volunteered. Program personnel can find information regarding parents whose first language isn't English and an effective parent workshop model.

Specific objectives for each study option encompass cognitive, affective, and inter-racial/multicultural learning objectives with anticipated outcomes. In general, the individual study options achieved their specific objectives.

METRO ETHNIC HERITAGE RESOURCE CENTERS

I. PROGRAM HISTORY

The Metropolitan Planning Project (MPP) during its 1973-74 project year, funded fourteen independent projects under a Design of Learning Environments Component whose activities were aimed at defining the factors which could help reduce minority group isolation. The funded projects included the Museum of Afro-American History, the Afro-American Resource Center, the Hispanic Culture Curriculum Project, the Chinese American Resource Center, the Native American Cross Cultural Program, the Elma Lewis School of Fine Arts' Mobile Museum, and the Metropolitan Cultural Alliance. The common factor in these projects was that they all dealt with self-developed ethnic materials as a means for leading to the reduction of minority group isolation. This factor led to the development of MPP's METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC).

MPP, in its 1975-77 project years, implemented MEHRC as a coordinating vehicle to support the continued development of existing minority and ethnic heritage institutions and to facilitate and coordinate the development of heritage resource centers throughout the Boston SMSA. Thus, although the MEHRC program created materials and exhibits, its main function was to create learning centers with resources which would reflect minority and other ethnic cultures and life styles.

Conversations with U.S. Office of Education personnel indicated that Title IX priorities for fiscal 1978 included interdistrict multicultural teacher training and dissemination programs rather than the multicultural learning centers concept. Therefore, a new MEHRC Coordinator was appointed in November, 1976 to develop a proposal requesting federal assistance under Title IX of the Ethnic Heritage Studies Act for the 1977-78 project year.

Since no state funds had been made available to support teacher training workshops and multicultural materials dissemination, a collaborative program involving the Massachusetts Department of Education and Title IX Ethnic Heritage Studies program was proposed by the MEHRC Coordinator and approved by MPP.

The 1977-78 MEHRC program year request for assistance was submitted to the U.S. Office of Education on December 17, 1976 with a letter which endorsed and committed the Massachusetts Department of Education, Bureau of Equal Educational Opportunity, to jointly sponsor the MEHRC program. After final negotiations in June, 1977, the MEHRC program was approved and awarded $42,732 under Title IX of the Ethnic Heritage Studies Act.

A second proposal requesting joint sponsorship assistance was submitted to the Massachusetts Department of Education on July 21, 1977 and approved on August 30, 1977. MEHRC was awarded $45,980 under Section 8 of Chapter 636 through the Bureau of Equal Educa-

cational Opportunity. MEHRC was awarded a total of $88,712 from state and federal funding agencies for its 1977-78 program.

Program Overview

The strategy of the 1977-78 MEHRC program was to identify individuals alreay in place in programs having key significance for multiethnic education. These persons would then be provided with specialized training and a network support system which would enable them to act as effective regional multiethnic education coordinators. Training session participants were to be drawn from professional staff members in the following categories:

a. full-time magnet schools (25) which draw racially diverse and ethnically pluralistic enrollments on a voluntary basis in Boston, Cambridge, New Bedford, and Springfield;

b. part-time magnet programs (30) which are urban-suburban collaboratives, one or two district programs, or programs located in Lawrence, Fall River, Worcester, and Medford;

c. The METCO receiving school districts (43) which are grouped into seven regions enrolling approximately 3,500 students from Boston and Springfield.

The 1977-78 MEHRC program proposed to design and implement a series of workshops providing teacher education on multicultural resource development, procurement, and dissemination. The workshop objectives were to stimulate effective school and community utilization of multicultural educational approaches, techniques, and materials within the classrooms or schools of recently desegregated communities, participating magnet programs and/or METCO school districts. The development and maintenance of a network of individuals who would form an organizational foundation for multiethnic education by encouraging school and community interaction throughout the state-wide workshop series was envisioned by the MEHRC Coordinator.

The MEHRC program personnel consisted of one full-time Coordinator and one three-quarter time Supervisor/Staff Assistant. The MEHRC Coordinator was assisted by ethnic heritage specialist consultants, materials consultants, a curriculum specialist consultant, curriculum research consultants, program consultants, and an LEA liaison. MEHRC program offices were located in Congregational House at 14 Beacon Street, Room 506, Boston, Massachusetts.

II. IMPLEMENTATION

The implementation aspects of MEHRC which need to be described are related to the level of MPP Governing Board support for the program; access to trainees and the role of the Massachusetts Department of

Education, Bureau of Equal Educational Opportunity (BEEO) in the program; and cash flow difficulties. This section provides a summary of implementation problems the program dealt with over the course of the year.

Notification of MEHRC's federal award was received by MPP on June 29, 1977. The federal program year commenced on August 1, 1977, however, the Town of Brookline (MPP's LEA, fiscal agent) did not receive the first quarterly disbursement until October 20, 1977.

The state program year commenced on August 1, 1977, however official notification of MEHRC's award was not received until August 30, 1977. The Town of Brookline did not receive the first grant disbursement until November 21, 1977.

The policies of the Town of Brookline prohibit any disbursements until funds are actually on deposit with the Town Treasurer. MPP informed the MEHRC Coordinator that emergency funds to cover essential costs over and above the Coordinator's salary were not available. Once the Town of Brookline received the first quarterly disbursement on the Federal award, MEHRC was informed that only line items in the federal budget could be paid. Checks to cover staff and consultant positions which were part of the state budget would not be issued until those funds were actually on deposit with the Town Treasurer.

Before mid-October, the MEHRC cash flow issue had created serious staff morale problems. Individuals connected with the program were forced to seek part-time employment elsewhere which lead to negative feelings towards MEHRC. Two individuals resigned when offered full-time positions elsewhere. Staff members who had been working for the program since September 1, 1977 received their first salary check during the last week of November after eleven weeks of work without a salary.

Once funds were actually on deposit with the Town of Brookline's Treasurer, cash flow was no longer a problem. However, when the MPP Governing Board was convened in October, 1977 to consider the MEHRC financial problems, the program's priorities were also re-assessed. The Board members expressed their desire to return to the Ethnic Heritage program's original "Centers" approach which created ethnic and cultural learning centers. This difficulty persisted throughout the year.

The third difficulty concerned the MEHRC program's access to trainees and the role of BEEO in the program. MEHRC was unprepared to take sole responsibility for the school and trainee selection process. BEEO provided assistance to the MEHRC staff but was unwilling to assume responsibility for access to trainees.

In December, after several meetings between MPP staff, the MEHRC Coordinator, and the Director of BEEO, a solution was developed. Budget revisions in the state proposal provided funds to reimburse teachers for attendance at Saturday Workshops. Also, BEEO allowed schools which were recipients of grants under Chapter 636, and which had experienced delays in implementation or otherwise accrued funds which would require budget amendments, to include arrangements for participation of staff of those schools, through release time or after school time, in the planning, training , and technical assistance provided by MEHRC. This difficulty caused problems throughout the program implementation and operation.

III. OBJECTIVES AND ACCOMPLISHMENTS

The MEHRC program design outlined in the Title IX proposal specified four objectives: recruitment, core workshops, modular workshops, and networking. To develop the parameters for a replicable training experience, previous teacher education experiences were dissected and compared. The MEHRC staff and consultants then specified long and short term goals for the trainers and workshop participants.

Information was collected on schools which had been proposed for inclusion in the program. Where written data was not easily available, informal contacts were used to collect information. The information sought included school size, racial composition, bilingual programs, current Chapter 622 compliance efforts, and other multicultural programs offered by the school.

The MEHRC program proceeded in two general phases: school selection and access to trainees; and planning the specific activities and modules to be accomplished by the trainers. Implementation difficulties caused a serious delay in the start of the program necessitating extensive programmatic revisions.

The revised MEHRC program proposed to introduce and discuss the concepts of multicultural education; to expand understanding of and support for Chapter 622 legislation; to provide resources to participants implementing multicultural education in their home schools; to develop a network of individuals who could support each other in expanding the implementation of multicultural education; and to develop replicable models for disseminating multicultural education. In order to achieve these goals MEHRC would assist participants to assess the current level of multicultural education in their schools; to decide upon goals for multicultural education in each participating school; to present various models of successful multicultural education programs; to provide resources for the development of home school projects targeted to achieve multicultural education goals; to introduce team-building techniques which could be applied to other projects; and to provide a process to assist participants to find and use resources available to them in the larger community.

The 32 trainees that participated in the MEHRC workshops received a wide variety of perspectives and sources of information on multicultural education. Specific content areas of multicultural education, e.g. ethnocentricity and stereotyping were addressed repeatedly at cross-team and in-school meetings.

Provisions of the Equal Education Opportunity Act relative to multiethnic education were addressed at two cross-team meetings. The program's evaluation (Document Development Inc., 1978) shows that trainees reported their knowledge of Chapter 622 was enhanced, however, there had not been any criteria established to assess the impact of the information on participant's actions.

MEHRC provided each participant with a list of content specialists, and composed and conducted a series of training sessions devoted to multicultural curriculum development. A variety of printed materials, such as a list of multicultural textbooks, were distributed to workshop participants. The MEHRC Resource Catalog, due to implementation problems, was abandoned in the revised planning stages.

Networking was a specific agenda item for only one of the cross-team meetings according to the program evaluation document. At that meeting, workshop participants were presented with overviews of the projects being undertaken at each home school. Data reported in the evaluation on program implementation and internal conflict indicates that the MEHRC staff and the trainees had a great deal more work to do before their energies could be networked.

While elements of a replicable model for disseminating multicultural education seem to have been developed (e.g., the compilation of human resources to serve as consultants to specific multicultural projects, the integration of plans with the appropriate offices of state boards of education, the creation of project groups utilizing administrators, faculty, and community resources, etc.), an empirically testable theory of dissemination was never articulated. The theme of such a theory lies dormant in the elements of the MEHRC program experience.

Several types of materials used and discussed in cross-team meetings were intended to provide trainees with the tools necessary to develop an analysis of the current level of multicultural efforts in their respective schools. It is difficult to assess the degree to which this was achieved.

It is also difficult to assess the achievements of the goals set for participating schools. Participants from four of the six schools involved in the program developed proposals for future activities. Another group planned a curriculum support effort to assist faculty in the pending academic year.

There is no data regarding the presentation of models of successful multicultural programs and their implementation. A source of tension during the program year was one school team's belief that it already know a great deal about multicultural education and was, therefore, not benefiting from the MEHRC program. The provision of an attentive forum for conflicting viewpoints, so important to the team-building concept, however, was not a part of the MEHRC program's workshop agenda.

Trainers met their obligation to participate in school planning sessions. Although no systematic evaluation of these efforts was developed, the quality of the workshop participants' work was judged by the MEHRC trainers. Human and material resources to assist in future project development were suggested to trainees. In particular, the investment of the Massachusetts Department of Education in multicultural efforts was detailed for those who would seek its support.

Team-building appears to have been addressed by the program without any explicit theoretical base, i.e., what does it really take to build multicultural teams? The trainers' logs indicate that a degree of team work did exist among some of the workshop participants. The logs also indicate that, in some instances, the trainers exhibited some specific behavioral strategies usually identified with ineffective group behavior. These strategies included unilateral design strategies inconsistent with the concept of team work and the development of an environment conducive to learning.

Community resource assessment forms were provided to each program participant. Trainer's logs indicate that the discovery and development of these resources were made and utilized in the participants respective school districts.

In conclusion, the data indicates that several implementation problems had negative affects on the 1977-78 MEHRC program and that, in sum, its effectiveness in achieving program goals and objectives was uneven. Some of the goals and objectives appear to have been met, others appear not to have been met.

Ideas for a Survey of School Needs

Overview

The instrument should define the following:

Who

The students for whom programs should be planned

What

The kinds of programs that home schools do not or cannot provide;
the kinds of programs that schools want their students to enroll in.

Where and When

Location(s): home schools, third sites, on-site, institutional settings
Time: Time of year, length of semester, etc.

Structure

Relationship between program and home school curriculum
Relationship between program and home school faculty

Curriculum areas

Areas sought by schools

Resources

Outside resources most attractive to home schools:

- universities
- technical schools
- museums
- music/art/theatre schools
- governmental bodies
- public agencies
- private business/industry

Should the program be designed for pa ticular kinds of students:

- -the over-achiever
- -the under-achiever
- -the gifted and talented
- -the potential dropout
- -those with behavior problems
- -those with learning problems
- -other

Reasons schools might utilize programs offered

- -as supplement to regular curriculum
- -as alternative to regular curriculum
- -to provide non-traditional setting
- -to provide non-traditional curriculum
- -to provide experience schools unable to provide because of
  - lack of resources
  - lack of staff
  - lack of facilities
  - budgetary concerns

School preferences re scheduling

- one day per week
- more than one day per week
- year-long program
- semester-long program
- short-term intensive cycles
  - one-week
  - two-weeks
  - longer
  - how many days per week
- best time of year
- best beginning date
- best ending date
- preferred semester length (number of weeks)

Curriculum content

- career-related
  - specific career areas:
    - architecture
    - visual arts
    - performing arts
    - business
    - journalism
    - legal services
    - health services
    - computer science
    - other
- math/science
- social studies
  - government/political science
  - history/art history/history of architecture
  - sociology/contemporary cultures
- language arts - journalism
- music and the arts

foreign languages
living history/community service
consumerism
law and juvenile justice
other

Use of outside resources

Pairings with institutions, businesses, etc.
See overview

Pairings with other schools

Pairings with other districts

Format

Individual enrollment
Whole class enrollment
Subject area pairings
As part of school/departmental offering

Function of MPW (MPP)

As agent of pairing
As developer of curriculum
As organizer of resources
As implementer of program
As manager/monitor of program
Working with school staff - joint management

Problem areas

- Loss of school time
- Disruptiveness
- Incompatibility with school scheduling timeline
- Teacher resistance to release of students
- Teacher resistance to integration of program curriculum into home school curriculum

Areas of magnetism

- Extra credit for participation
- Opportunity for indepenedent study
- Non-traditional experience
- On-site experience
- Opportunity to pursue personal interest
- Interaction with students of differing background
- Availability of resources
- Credibility of participating institutions

S U P E R I N T E N D E N T I N T E R V I E W *

INTRODUCTORY STATEMENT

Hello, my name is _____

and I'm _____

at the Metropolitan Planning Project.

We are evaluating one of our present programs and assessing the need for new program-options. These new options would be offered initially on a pilot-program basis during the 1978-79 school year.

I would like to ask you a few questions which will take approximately 10 minutes. If this is an inconvenient time, I'll be happy to call back at a better time.

* Questions and background information statements used as an interview outline were reviewed by Mr. Robert T. Pritchard, Acting Executive Director of MPP; Mr. Les May of the Massachusetts Department of Education, Bureau of Research and Assessment; and Mr. Ramon Rodrigues, Bureau of Equal Educational Opportunity. Several of their comments and recommendations were incorporated into this instrument.

Call back: ATTACHMENT D-2

SUPERINTENDENT INTERVIEW

LEA _____ Date of interview _____

Supt. _____ Available _____

Phone # _____ Not available _____

Address _____ Contact someone else _____

_____ _____

ORIENTATION

1. Are you familiar with the Metropolitan Planning Project?
____yes ____no

In existence since 1973, the MPP is a collaborative of 56 school districts in the Boston metropolitan area and has been funded by the U.S. Office of Education under Title VII of the Emergency School Aid Act of 1972 and by the Mass. Dept. of Education, Bureau of Equal Educational Opportunity, under section 8 of Chapter 636. The Project is a cooperative effort which encourages and assists urban and suburban school districts in the greater Boston metropolitan area plan for voluntary participation in magnet-option supplemental programs.

One of the Metropolitan Planning Project's programs, METROPATHWAYS, was developed in 1974 and provides expanded learning opportunities and environments for secondary school students.

2. Are you familiar with METROPATHWAYS?
____yes ____no

During the 1977-78 school year, METROPATHWAYS is providing quality innovative educational programs to approximately 600 secondary school students of different socio-economic, racial, and ethnic backgrounds. METROPATHWAYS' current program options include the following curricula areas: ethnicity, theater arts, political perspectives, life skills, and career exploration.

3. a. Does your school district have any students participating in the METROPATHWAYS program this year.
____yes ____no

b. Prior participation:

4. If yes:
Using a Likert scale (1 low to 5 high) Would you characterize the educational experiences the students are receiving as:

poor excellent
1 2 3 4 5

If no:
How do you feel about part-time magnet programs designed to reduce racial and ethnic isolation in your schools?

FOR OR AGAINST

comments:

program/options	staffing
resources	other

5. a. Have these experiences facilitated the reduction of racial and ethnic isolation in the schools of your district?
____yes ____no

how: why not?

b. Could they have been more effective?
__yes __no

Comments:

a. Has (or does) your school system offer magnet programs which focus upon reducing the racial and ethnic isolation in your schools?
____yes ____no

b. Participation in ___EdCo
___METCO
___CEC
___Other
___

c. If participation in a collaborative magnet program is indicated..... is/was their a sense of proprietorship?
____yes ____no

It is important to us to ascertain the willingness of LEA's to grant students academic credit for participation in part-time magnet programs such as our METROPATHWAYS program.

6. Do/would you grant students in your school system academic credit for successful completion of a part-time magnet program?
____yes ____no ____someone else's decision (principal, curriculum director, etc.)

At MPP we have been considering developing programs which target specific types of students such as those with learning disabilities, behavioral/attitude problems, or gifted/talented potential. Our present programs do not target any specific population but service all students.

7. Would a part-time magnet program designed to target and service specific types of students such as those with .....interest you?

(a) learning disabilities .....____yes ____no ____maybe
(b) behavioral/attitude problems.....____yes ____no ____maybe
(c) gifted/talented potential.....____yes ____no ____maybe
(d) basic skills/competency standards.____yes ____no ____maybe
(e) other.....____yes ____no ____maybe

Comments:

In addition to the new programs we have discussed so far, we are also developing several new part-time magnet options for secondary school students. It would be helpful to us if, in terms of committing students to participate, you would indicate whether or not any of the following programs are of interest to you.

8. (a) Architecture ____yes ____no

(b) Astronomy ____yes ____no

(c) Music ____yes ____no

(d) Criminal Justice/ Law Enforcement ____yes ____no

(e) Aviation ____yes ____no

(f) Other:

There has been interest recently in programs for gifted students. The Metropolitan Planning Project is considering the development of a program for culturally different 'gifted/talented' students.

9. Would you be interested in a program for gifted/talented students?
____yes ____no

If yes
a. Comments:

b. Participation could be restricted by screening students, however, it would also be possible to offer the programs on a referral basis. Referrals could be made by school personnel and possibly parents. Would you have a preference?
___yes ___no

If no
a. Comments:

b. Do you have or plan to develop a gifted program?

Comments:

10. As you know, funding for programs such as MPP's can be contingent upon the attitudes of potential participants. Would you assist us by allowing me to write a letter, summarizing your comments during this interview, for your signature? Quite obviously, you would not be committed in any way at all. However, the letter would be included in MPP's 1978-79 proposals.

Any comments you wish to make:

In the near future I will send you a summary of the findings of this questionnaire.

Thank you very much for your assistance.